



Paris Elementary

32 East Belvue Road
Taylors, South Carolina

Grades	K-5 Elementary School	
Enrollment	561 Students	
Principal	David Wise	864-355-4260
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

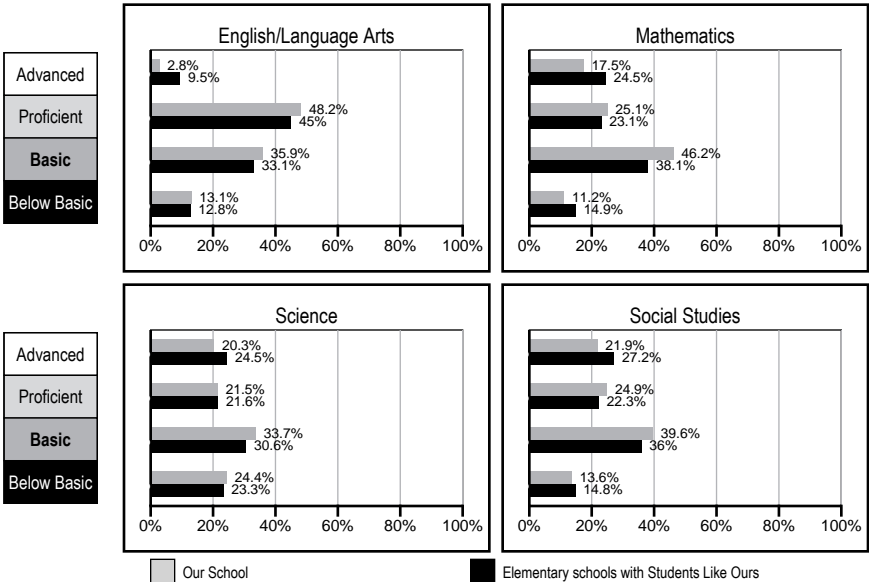
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	21	22	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=561)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	1.8%	Down from 3.1%	1.7%	2.3%
Attendance rate	96.5%	No Change	96.7%	96.3%
Eligible for gifted and talented	20.1%	Down from 24.0%	19.5%	10.4%
With disabilities other than speech	14.2%	Up from 12.1%	6.7%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	52.6%	Up from 47.2%	61.4%	56.7%
Continuing contract teachers	89.5%	Up from 83.3%	79.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Down from 90.4%	88.2%	86.4%
Teacher attendance rate	96.2%	Up from 95.8%	95.5%	94.9%
Average teacher salary	\$44,964	Down 0.8%	\$47,101	\$45,345
Professional development days/teacher	14.9 days	Down from 15.1 days	11.9 days	12.6 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.9 to 1	20.4 to 1	18.5 to 1
Prime instructional time	90.7%	Down from 91.0%	90.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,507	Up 9.2%	\$6,572	\$7,052
Percent of expenditures for instruction*	66.5%	Down from 66.8%	70.6%	69.1%
Percent of expenditures for teacher salaries*	60.6%	Down from 62.5%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich with tradition and history. Students moved in to the new school facility in January 2004. Paris remains a focal point of the community and maintains close ties to the history of the area, including the grounds of Camp Sevier, a World War I training ground.

Paris continued with the theme, "Growing Responsible Citizens" for 2007-2008. Paris continued using the school model from Highly Effective Teaching (HET—formerly, ITI—Integrating Thematic Instruction). This is the second year using the model and gains were evident around the school from behavior to teacher lesson planning. All staff attended a two-day workshop last school year to prepare for this school year. Coaching sessions were provided staff to improve unit writing skills and classroom management skills. School-wide procedures and vocabulary are posted throughout the building and students are responding positively.

All academic programs at the school are student-centered and researched to ensure the best possible education for our students. Our reading and language arts programs are based on Pat Cunningham's 4-Blocks method. We use this in conjunction with our Accelerated Reader program to serve the individual needs of our children. Our math program employs a hands-on approach using the Everyday Counts Calendar Math program and is enhanced by using the Math Superstars program to promote creative and higher order thinking to solve word problems. Our teachers use hands-on science kits and project teaching in Social Studies. The faculty is well-trained to provide an exciting combination of standards-based thematic units by integrating all subjects. 50% of our faculty possesses Master's degrees or higher, 2 teachers are National Board Certified, 5 have been Top-Ten district Teachers of the Year, and one was named the Distinguished Reading Teacher of the Year for the district. Our teachers serve their students with a wealth of knowledge and a passion for education.

The success of Paris Elementary is heightened by support from the PTA and our surrounding community. Our PTA contributes an enormous amount of time and financial resources to programs in the school that benefit all students, such as: Young Author's Week, Science Is Fun Day, and Accelerated Reading Celebrations. Volunteers deliver SEEDS reading lessons to classrooms, tutor students, assist teachers, and help with the maintenance and beautification of the school. PTA also helped to purchase a number of Promethean Boards used throughout the building.

All Paris staff has been trained in HET for the new school year. The program focuses on establishing core values, school-wide procedures, and thematic units for instruction. The goals and ideals from this program have sparked renewed focus and energy from all faculty and staff as we look toward continuing to build on the traditions and excellence that have always defined Paris Elementary.

Sue Anne W. Link, Principal
 Bob Grant, Assistant Principal
 Stina Thoennes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	79	53
Percent satisfied with learning environment	97.5%	98.7%	96.2%
Percent satisfied with social and physical environment	97.5%	100.0%	96.2%
Percent satisfied with school-home relations	100.0%	97.5%	96.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	264	99.2	12.8	36	48.4	2.8	63.2	52.4	48.2	Yes	Yes
Gender											
Male	137	99.3	16.3	38.8	44.2	0.8	58.1	46.1	41.7	N/A	N/A
Female	127	99.2	9.1	33.1	52.9	5	68.6	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	212	100	9.7	35	52.4	2.9	66.5	62.3	60	Yes	Yes
African American	34	97.1	25	46.4	25	3.6	42.9	31.7	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	14	92.9	41.7	33.3	25	0	41.7	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	59	100	38.2	34.5	27.3	0	30.9	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	86.7	38.5	30.8	30.8	0	46.2	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	93	97.9	19.5	48.8	31.7	0	45.1	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	264	100	11.2	46.2	25.1	17.5	59.8	49.5	45.8	Yes	Yes
Gender											
Male	137	100	10	46.9	26.9	16.2	63.8	49.9	45.6	N/A	N/A
Female	127	100	12.4	45.5	23.1	19	55.4	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	212	100	7.8	46.6	27.2	18.4	64.1	59.4	59	Yes	Yes
African American	34	100	32.1	46.4	14.3	7.1	35.7	27.2	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	14	100	23.1	46.2	15.4	15.4	38.5	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	59	100	32.7	47.3	18.2	1.8	34.5	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	21.4	50	14.3	14.3	35.7	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	93	100	20.5	59	14.5	6	38.6	32.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	179	100	24.4	33.7	21.5	20.3	41.9	39.3	35.7	96.5	96.5
Gender											
Male	94	100	26.4	29.7	19.8	24.2	44	41.6	37.4	96.5	96.4
Female	85	100	22.2	38.3	23.5	16	39.5	36.9	33.8	96.4	96.6
Racial/Ethnic Group											
White	147	100	20.3	34.3	21.7	23.8	45.5	49.7	49.2	96.4	96.4
African American	21	100	44.4	33.3	22.2	0	22.2	18.2	17	96	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97.9	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	99.6	95.3
Disability Status											
Disabled	39	100	50	15.8	18.4	15.8	34.2	16.3	14	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	99.9	96.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	97.7	97.2
Socio-Economic Status											
Subsided meals	64	100	51.7	27.6	15.5	5.2	20.7	21.3	21.1	95.6	95.8

Social Studies

All Students	177	99.4	13.6	39.6	24.9	21.9	46.7	38.1	34	96.5	96.5
Gender											
Male	95	100	8.9	44.4	24.4	22.2	46.7	41	36.6	96.5	96.4
Female	82	98.8	19	34.2	25.3	21.5	46.8	35	31.3	96.4	96.6
Racial/Ethnic Group											
White	140	100	11.6	37	28.3	23.2	51.4	46.1	44.5	96.4	96.4
African American	26	96.2	23.8	57.1	14.3	4.8	19	20.5	19.1	96	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97.9	97.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	96.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	99.6	95.3
Disability Status											
Disabled	40	100	35.1	35.1	18.9	10.8	29.7	17.1	14.4	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	99.9	96.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	97.7	97.2
Socio-Economic Status											
Subsided meals	60	98.3	24.1	44.4	22.2	9.3	31.5	22.8	21	95.6	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	95	100	9.7	37.6	44.1	8.6	52.7
	4	78	100	11.8	40.8	44.7	2.6	47.4
	5	99	99	7.6	45.7	44.6	2.2	46.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	88	100	11.9	25	61.9	1.2	63.1
	4	92	98.9	10	36.7	48.9	4.4	53.3
	5	84	98.8	17.1	47.4	32.9	2.6	35.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	95	100	9.7	58.1	22.6	9.7	32.3
	4	78	100	10.5	36.8	31.6	21.1	52.6
	5	99	99	14.1	32.6	26.1	27.2	53.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	88	100	10.7	58.3	21.4	9.5	31
	4	92	100	10	35.6	25.6	28.9	54.4
	5	84	100	13	45.5	28.6	13	41.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	47	100	30.4	28.3	28.3	13	41.3
	4	78	100	19.7	31.6	32.9	15.8	48.7
	5	49	100	23.4	36.2	17	23.4	40.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	18.2	36.4	29.5	15.9	45.5
	4	92	100	25.6	32.2	18.9	23.3	42.2
	5	42	100	28.9	34.2	18.4	18.4	36.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	48	100	10.6	46.8	38.3	4.3	42.6
	4	78	100	17.1	40.8	22.4	19.7	42.1
	5	50	98	20	24.4	35.6	20	55.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	10	47.5	25	17.5	42.5
	4	92	98.9	12.2	35.6	26.7	25.6	52.2
	5	42	100	20.5	41	20.5	17.9	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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